

PREPARING TOMORROW'S TEACHERS TO USE TECHNOLOGY

PT3 PROGRAM OVERVIEW

Teacher preparation programs are at various levels of readiness to meet the challenge of developing technology-proficient educators. To support suitable responses, two kinds of grants are available to nurture innovative teacher preparation program improvements.

1. **IMPLEMENTATION GRANTS:** Approximately 80 Implementation Grants, ranging from \$200,000 to \$500,000 a year and averaging \$400,000 a year for three years, will support consortia that are ready to implement significant program innovations that will transform teacher preparation programs into 21st century learning environments. The Implementation grants competition is open to all applicants, whether they have previously participated in this program or not. It is *not* necessary to be a Capacity Building grantee to compete for an Implementation grant.
2. **CATALYST GRANTS:** Approximately 15 Catalyst Grants ranging from \$500,000 to \$700,000 a year and averaging \$600,000 a year for three years will be awarded to support organizations that can assist those who are building improved teacher preparation programs.

This is the second year of the Preparing Tomorrow's Teachers to Use Technology program (PT3). During the first year 225 grants were awarded. A total of 138 Capacity Building Grants were funded, along with 64 Implementation Grants and 23 Catalyst Grants. In the second year of the program only Implementation and Catalyst grants will be awarded (it is not necessary to be a Capacity Building grantee to apply for an Implementation grant). Both types of grants in the PT3 program will support three years of work. During the third program year (FY 2001) only a limited number of new Catalyst grants are planned for this program. Applicants should carefully consider this schedule of awards as they develop plans for participating in this initiative. Applicants are advised that all estimates of the number and dollar value of awards are subject to the quality of each application and sufficient appropriations from Congress.

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THE CHALLENGE

DEVELOPING TECHNOLOGY-PROFICIENT FUTURE EDUCATORS

Preparing technology-proficient educators to meet the needs of 21st century learners has emerged as a critical challenge facing teacher preparation programs across the country. Federal, state and local agencies are investing billions of dollars to equip schools with computers and modern communications networks. Despite these investments only 20 percent of the 2.5 million teachers currently working in our public schools feel comfortable using these technologies in their classrooms.

Reeducating the existing teaching force to take full advantage of these powerful new tools will require extensive professional development over many years. But this problem will be greatly magnified if new teachers entering the profession have not been adequately prepared to use the modern learning technologies they will find in their 21st century schools.

In less than a decade over two million teachers must be recruited to replace retiring teachers, to meet increasing student enrollment demands, and to achieve smaller class sizes. If our information technology investments are to pay off in improved education, these future teachers must be technology-proficient educators who know how to use modern learning tools to help students meet high standards.

In recognition of the urgent need for technology-proficient educators, the Preparing Tomorrow's Teachers to Use Technology initiative awards grants to support the transformation of teacher preparation programs into 21st century learning environments. No school in America can meet the demand for teachers prepared to educate 21st century learners without a significant commitment to teacher preparation program innovations across the country.

To support effective national, regional and local responses to this challenge the U.S. Department of Education received a Congressional appropriation of \$75 million in FY 1999. With the funds the Department established the Preparing Tomorrow's Teachers to Use Technology program (PT3), which awarded 225 grants during the summer of 1999. Of these grants, 138 were Capacity Building awards, 64 were Implementation activities, and 23 were Catalyst initiatives. To support the second year of the PT3 program Congress appropriated another \$75 million for FY 2000. With these funds the Department is conducting a second grants competition to award approximately 80 Implementation Grants and 15 Catalyst grants by June 2000. These new grantees will join forces with the grantees funded in the first year in collaborative efforts to build 21st Century learning environments. Additional PT3 Program information is available at the following web site: www.ed.gov/teachtech/. The PT3 program is also an integral component of the U.S. Department of Education's Technology Literacy Challenge. Additional information about the Technology Literacy Challenge is available at: www.ed.gov/Technology/.

THE RESPONSE

SHOULD BE SYSTEMIC

To address the challenge of developing technology-proficient future educators, grants awarded under this initiative will support innovations developed by consortia of higher education institutions, state agencies, school districts, nonprofit organizations, and others who are joining forces to transform teacher preparation programs into 21st century learning environments.

Adding a new methods course on technology in education, or developing a small cadre of education technology specialists is not sufficient. The development of technology-proficient teachers must go beyond training in basic computer skills and standard productivity or presentation applications. Grants awarded under this program will support systemic program improvements that transform teacher preparation by infusing technology throughout the educational experience of all future teachers. Increasing learning with modern technologies will require more than just adding new equipment to existing courses or programs. It will be necessary to transform the learning environment itself. Re-engineering teacher preparation will involve comprehensive changes in: pedagogy, curriculum and faculty development, incentives and rewards, professional assessment and credentialing, budgeting and support for a new information technology infrastructure, and the formation of new organizational partnerships that transcend the boundaries of traditional classrooms and schools.

To transform the way teachers are taught we must have active support from presidents, deans, superintendents, and other consortium leaders who will commit entire departments, institutions and schools to significant program

innovations. In higher education, academic leaders must make teacher preparation an institution-wide responsibility, supported by a clear vision, with a well-integrated interdisciplinary curriculum and strong partnerships with K-12 schools and educators. *During the grant application review readers will look for strong evidence and documentation that the leadership of the applicant consortium is committed to systemic change to sustain the transformation of teacher preparation with modern learning technologies.*

Developing a significant number of technology-proficient teachers in less than a decade may also require innovative restructuring of the teacher preparation system to establish new routes to teaching. Technology-proficient future educators may enter the profession through a variety of paths that will emerge over the next few years. Nurturing innovative improvements in existing programs, creating new programs, and fostering rigorous alternative routes to effective teaching with technology in 21st century schools, are significant purposes of this grants initiative.

SHOULD INSURE THAT FUTURE TEACHERS KNOW HOW TO USE THE POWER OF NEW TECHNOLOGIES TO IMPROVE LEARNING

School boards, school administrators, parents, and students will expect all future teachers to be well-prepared, technology-proficient educators. Schools across the country are responding to the challenge of helping all students meet high standards. New technologies that will be ubiquitous in tomorrow's classrooms can contribute to these objectives if our schools have ready access to well-prepared, technology-proficient teachers who know how to infuse these tools into the curriculum to improve learning and achievement.

With the modern information and communications technologies available today we are crossing a threshold that will profoundly transform schools. These new learning media give teachers the powerful tools they need to build on decades of research that are changing our thinking about the teaching and learning process. At all levels of education modern learning technologies are being used to support new pedagogical approaches that call on teachers and students to be active learners drawing on multiple sources of information in real-world collaborative inquiry. Future teachers should be learning with modern technologies infused into the curriculum by faculty who are modeling technology-proficient instruction, particularly in those courses where they acquire the subject area expertise they will use in the classroom. Teacher preparation programs must insure that future teachers master new instructional strategies, multiple learning styles, and content applications that enable them to make full use of modern technologies for improved learning and achievement. This will include proficient use of these media in new assessment models that enable educators to assess the application of learned skills and concepts in authentic settings.

In a growing number of K-12 schools, technology-proficient master teachers and school administrators are engaging students in powerful new learning experiences that build on multimedia portfolios, online learning, modeling and simulations. Teachers and students in these schools are changing their roles to become collaborative learners actively participating in authentic project-based inquiries. Prospective teachers and their faculty need hands-on learning opportunities in K-12 schools that enable them to work with the modern technologies available in 21st century classrooms. College faculty and prospective teachers can join with K-12

educators to create networked K-16 learning communities that extend the power of scientific inquiry, mathematical reasoning, and careful study in the arts and humanities to every classroom – helping all students meet high standards.

These new learning communities can reduce the isolation and lack of sustained support experienced by many novice and reentry teachers. Networked mentoring for continuous professional development might break down the timeworn distinctions between “preservice” teaching and “inservice” teaching that no longer serve us well. Future teachers might enter the profession through multiple career paths that support them through their initial years of teaching, as they build the experience they need to become technology-proficient advanced teachers.

Affordable configurations of portable computers and wireless connectivity create the potential for every teacher and student to be a member of a networked learning community anytime and anywhere. Rapid developments in online learning, visualization, modeling, simulations and other applications, along with the explosion of new knowledge in every field, will require that tomorrow’s teachers use these technologies to support their own continuous professional development throughout their careers. Every future teacher must be as proficient with the use of these new learning tools as they are with books, blackboards and chalk.

During the grant application review readers will look for strong evidence and documentation that the leadership of the applicant consortium is committed to program improvements to insure that future educators know how to use modern technologies to improve learning.

SHOULD INSURE THAT FUTURE TEACHERS KNOW HOW TO MEET THE DIGITAL LEARNING NEEDS OF LOW-INCOME COMMUNITIES, RURAL AREAS, MINORITIES AND SPECIAL POPULATIONS

Well-prepared teachers are the most valuable resource a community can provide to its young people. The need for technology-proficient educators is greatest among low-income communities, rural areas, minority groups and special populations where students are relying on their schools for well-developed access to modern information and communications technologies. These schools must be staffed with technology-proficient educators who can help all students use these powerful learning tools to meet high standards and prepare for employment in the new millennium.

Government initiatives, volunteer efforts, and philanthropic commitments are making strong inroads into the equipment and networking gaps between high- and low-income schools. But there are persistent differences in how these technologies are used in the curriculum. In schools

with well-prepared teachers these new learning tools are frequently used for complex reasoning and problem solving, but in schools that lack technology-proficient educators they are more often used for drill and practice. These differences are alarming in the light of recent research, which shows that classroom technology has little effect on student achievement except when used by well-prepared teachers who can go beyond classroom drill. Despite efforts to equip their classrooms, students from low-income communities, rural areas, minority groups and special populations will be denied full access to the power of new learning technologies if they do not have teachers who can help them use these tools to engage in challenging learning activities that help them meet high standards.

We must eliminate the digital divide. Students from low-income communities, rural areas, minority groups and special populations must not be left behind in the acquisition of knowledge and skills that will be needed for responsible citizenship and productive employment in the 21st century. **In awarding grants under this program the U.S. Secretary of Education particularly encourages applications that respond to the need for technology-proficient teachers in areas where a digital divide exists.**

THE APPLICANT

An application must be submitted on behalf of a **consortium** that is developing an innovative teacher preparation program improvement strategy, or a significant reform of the teacher preparation system to produce and initially certify well-prepared technology-proficient educators. A consortium must include two or more members of any entity able to contribute to teacher preparation program reforms that produce technology-proficient teachers such as:

- Institutions of Higher Education (IHEs)
- State Educational Agencies (SEAs)
- Local Educational Agencies (LEAs)
- Private elementary or secondary schools
- Professional associations
- Foundations, museums or libraries
- Private sector businesses
- Public or private nonprofit organizations

Applications must be submitted on behalf of the consortium by a single nonprofit member that is prepared to meet the legal and administrative responsibilities of a U.S. Department of Education grantee, generally [34 CFR Parts 74,75,77,79,81,82,85 and 86], and specifically, 34 CFR Section 75.129. The members of the consortium should designate the member who will serve as the “Lead Organization” applying on behalf of the consortium and serving as the fiscal agent in the event that a grant is awarded. In an Appendix to its Application, the Lead Organization member should submit the appropriate “Consortium Identification” forms that summarize the financial and general commitments made by each consortium member, including the Lead Organization (these forms are included at the end of this booklet).

A strong consortium is not necessarily a big consortium or a consortium with a long list of blue-ribbon names. A strong consortium is one in which a manageable number of members have been carefully selected to accomplish specific objectives of the innovative teacher preparation program reforms. A long list of consortium members that does not clearly identify the potential contribution of each partner to the proposed innovation is not encouraged.

Every consortium will benefit from well-developed partnerships with K-12 schools (public or private) that can provide future teachers and their faculty with first-hand learning opportunities in today’s classrooms. The administrators and technology-proficient master teachers in these schools should play a significant, active, and well-defined role in establishing these partnerships to insure that their participation contributes to their school’s efforts to improve student learning and achievement. Applicants are particularly encouraged to include schools in low-income communities or rural areas with the greatest need for technology-proficient educators.

In postsecondary education the development of well-prepared technology-proficient teachers should be the responsibility of the entire university or college. Postsecondary consortium partners and applicants should be colleges or universities that are participating with active support from deans, presidents, provosts and other leaders who are committing entire programs, departments and institutions to innovative teacher preparation improvements. These leaders will manifest their commitment through: active participation in the initiative; sustained support for the organizational changes that are necessary to achieve success; and allocation of real operational funds and resources to the improvement strategy.

WHAT WILL BE SUPPORTED THROUGH A GRANT ?

PROGRAM INNOVATIONS THAT PREPARE FUTURE TEACHERS TO USE TECHNOLOGY

This program supports innovative strategies for preparing technology-proficient future educators. Tomorrow's teachers might include: students pursuing traditional or alternative undergraduate or graduate career paths to teaching; reentry teachers (who have been out of teaching for a number of years and need formal coursework for reentry to become technology-proficient); teachers' aides pursuing a teaching career; mid-career adults who are choosing teaching as their next profession; "out-of-field" teachers who are participating in a teacher preparation program to become well-prepared technology-proficient educators in a new field, and uncertified teachers who are teaching under short-term emergency arrangements.

Inservice professional development and continuing education for certified teachers who are currently teaching in K-12 schools are not allowable activities in this competition – this includes continuing education to meet inservice or new certification requirements or graduate study for inservice teacher career advancement.

Applicants seeking support for inservice professional development should consult with State Education Agencies to obtain information on how to participate in the U.S. Department of Education's Technology Literacy Challenge Fund. Other federal, state, and local initiatives also support inservice advancement of technology-proficient teachers, such as Title I, Eisenhower, and Goals 2000. Applicants are encouraged to establish complementary relationships between inservice and preservice initiatives to accelerate the development of technology-proficient educators.

Grant funds may not be used to recruit prospective teachers. They also may not be used to support the cost of a prospective teacher's education through any form of financial aid assistance including scholarships, internships, or student stipends.

FIFTY PERCENT OF TOTAL PROJECT COSTS

Federal funds shall provide not more than 50 percent of the total cost of any project funded by a grant under this program. This is a 1:1 match. For example, if the consortium is asking for \$350,000 in federal funding, the non-federal share would be at least \$350,000 of the total project costs of \$700,000. These costs may be in cash or in kind, fairly valued, including services, supplies, or equipment.

This grant program encourages the leveraging of resources among consortium members and investments and contributions from private sector partners. The total of non-federal commitments made by all consortium members including the Lead Organization and the value of private sector investments and donations may be included in the match. It is particularly important that these matching commitments can be directly applied to the project activities and that they have the potential to contribute to the long-term sustainability of the project after the grant's funding ends.

In determining the adequacy of resources under the selection criteria for grants, applications will be evaluated on the extent to which consortium members make substantial commitments to program costs to insure that sufficient resources are available to achieve the proposed objectives.

The maximum indirect cost rate for all consortium partners under these grants is eight percent of total direct costs or the lead organization's negotiated indirect cost rate, whichever rate is lower.

Unrecovered indirect costs may not be: (1) Charged as direct costs by the grantee; (2) Used by the grantee to satisfy matching or cost sharing requirements; or (3) Charged by the grantee to another Federal award.

LIMITED EQUIPMENT ACQUISITION

Limited investments in equipment with grant funds can be used to generate additional matching equipment support from the lead organization and its consortium members. These venture capital investments may also establish a core infrastructure to support requests for additional resources from corporate and foundation sponsors. Acquired equipment should have a clear role to play in the applicant's plan for improving the teaching and learning process. Applicants proposing to use grant funds to acquire equipment should include a detailed explanation in the narrative of why the equipment is essential to the program.

Teacher preparation programs are strongly encouraged to form partnerships with technology-rich K-12 schools that can provide postsecondary faculty and prospective teachers with hands-on learning opportunities in well-equipped classrooms. Applicants may make limited equipment acquisitions with grant funds to support networked learning communities that link postsecondary faculty and students with K-12 educators and their students.

The acquisition of new equipment through donations from consortium members, corporate sponsors, or

foundations is encouraged and may be counted as matching commitments to the grant. Legacy equipment that can not support current learning resources, E-mail, or text-based Internet access should not be included as matching equipment. However, this equipment could form a valuable infrastructure platform for the proposed initiative, and it should be described in the application.

Grant funds awarded under this program are not to support large purchases of equipment. Under the "Adequacy of Resources Selection Criteria" in this program, applications proposing large equipment purchases will not be competitive. In addition, applications proposing to supplement or supplant spending plans for scheduled maintenance, replacements or upgrades of equipment will not be supported.

Under the "Adequacy of Resources Selection Criteria" equipment plans in which the grant funds provide the primary source of support for the equipment will not be competitive.

DEVELOPMENT AND IMPLEMENTATION OF A LEARNING TECHNOLOGY PLAN

Although the applicant may choose the manner in which it addresses the selection criteria for grants under this program, the Secretary strongly suggests that under the "Quality of Project Design Criteria" applicants address these questions:

- ✓ **Teaching And Learning Goals:** How will modern learning technologies help achieve a clearly articulated vision for improvements in the teaching and learning of future teachers?

- ✓ **Staff Development:** How will faculty and teacher preparation program staff learn to infuse this technology into the curriculum to improve the teaching and learning experiences of prospective teachers?
- ✓ **Needs Assessment:** What equipment is in place, and what specific hardware or telecommunications services are necessary to reach the goals defined in this plan? What new equipment or connectivity will be acquired with grant funds, and what technologies will the applicant provide with consortium resources or from other sources?
- ✓ **Budget:** In addition to your matching commitments for equipment acquisitions, how will you meet the costs of system operations and maintenance, retrofitting of facilities, and upgrading electrical capacity to support the equipment you acquire? Grant funds may not be used for facilities renovation or construction.
- ✓ **Evaluation:** How will you determine whether the modern learning technologies you are using are helping you reach your goals for improving the teaching and learning of future teachers?

DEVELOPMENT OR ACQUISITION OF NEW LEARNING RESOURCES

Implementation and Catalyst Grantees are encouraged to develop and demonstrate innovative learning resources, such as Web-based learning environments, online forums, multimedia project-based learning activities, multimedia portfolios, modeling, and simulations, among others. Grantees are particularly encouraged to collaborate with others who have been developing such resources (on their campuses or on the Web) – forming expanded learning

communities that demonstrate improved teaching and learning with these media in K-12 classrooms.

Grantees may also purchase commercially produced learning resources and other widely used content applications. The acquisitions should be supported by substantial faculty development to support the infusion of these new learning resources into the curriculum. New learning resources should not be used as “bolt-on” attachments to traditional lecture-based courses.

PARTICIPATION IN CONFERENCES

In this program it is essential for grantees at different levels of readiness to collaborate, together and with others, on innovative strategies for improving the technology proficiency of future teachers. To achieve this objective, applicants should plan and budget for attendance at two required meetings each grant year for up to three persons, in the event they are awarded a grant. Implementation and Catalyst grantees are required to attend two project directors’ meetings each year, one in the spring and one in the fall. In the first year of the grant, up to three representatives from each grant should participate in the PT3 Directors’ Meeting June 22-25, 2000. The meeting will be held in conjunction with the National Educational Computing Conference (NECC) June 25-28, 2000 in Atlanta, Georgia. A second meeting will be convened in the fall of 2000. Grantees may make prudent use of grant funds to participate in these and other conferences during the year, if these activities will contribute to their efforts to infuse new learning technologies into the curriculum to improve the teaching and learning process. To summarize, at a minimum, all grantees should budget each year for at least two trips for three individuals.

PARTNERSHIPS WITH OTHER FUNDING INITIATIVES

Consortia supported by grants under this program may draw on a wide range of support from other sources for their efforts. For example, applicants receiving grants from the U.S. Department of Education's "Partnership Grants for Improving Teacher Quality" and "State Grants for Improving Teacher Quality" may augment their efforts with grants awarded under this program. Other U.S. Department of Education funded efforts, such as those funded under the Technology Literacy Challenge, or the Department's reading and math initiatives could provide an ideal context for demonstrating the use of new technologies to improve learning and instruction.

Other Federal agency programs also may complement or strengthen the work of an initiative supported by this program. These include, for example, National Science Foundation support for the use of technology in improved mathematics and science education; National Aeronautics and Space Administration funded initiatives to improve the use of space science data in the classroom; the Universal Service Program (E-Rate) supported by the Federal Communications Commission; and technology infrastructure initiatives supported by the Department of Commerce.


However, funds from other federal sources may not be commingled with Preparing Tomorrow's Teachers to Use Technology Grant funds, or counted as matching dollars in the budget section of the application. Participation in these complementary federal efforts may make a significant contribution to the success of the proposed initiative, and this potential impact should be described in the grant application, but the budget for each federally funded effort or activity must be administered separately.

Additional sources of support that may contribute to the work of a consortium funded by a grant under this initiative include: foundation grants, corporate sponsorships, and grants or contracts from other non-federal government agencies.

EVALUATION OF THE EFFECTIVENESS OF THE PROGRAM INNOVATION

The quality of the evaluation design is one of the selection criteria used in this grant program. The evaluation plan should be central to the design of the project and it should shape the development of the initiative from the beginning of grant planning. It is particularly important that the evaluation be designed to assess the impact of the program improvement on future teacher uses of technology that can contribute to improved student learning and achievement.

The evaluation plan should include clearly defined and measurable goals and specific objectives for the proposed initiative. The evaluation plan should be contained in the narrative under the "Quality of the Project Evaluation Selection Criteria." At grantee meetings held during June 2000, grantees will receive technical assistance to refine their evaluation plan and to align their goals and objectives with the U.S. Department of Education's performance indicators for this initiative. The Department has published [An Evaluator's Guide to Evaluating the Use of Technology in Schools and Classrooms](#), which applicants may find useful in developing an evaluation plan. Copies can be obtained by calling 1-800-USA-LEARN, or by downloading from www.ed.gov/pubs/EdTechGuide.



Although the applicant may choose the manner in which it addresses the evaluation criterion for selection of grants under this program, the Secretary believes that a strong application will address the following concerns. The evaluation plan should identify the individual and or organization serving as the evaluator for the project, and it should describe the evaluator's qualifications and contributions to the design of the proposed project. The discussion of the evaluation in the application should include a description of: (1) what evaluation designs and methods will be used; (2) what types of data will be collected; (3) when the data will be collected; (4) when reports of results and outcomes will be available; and (5) how information will be used by the grantee to manage progress toward stated goals and objectives. Applicants are encouraged to allocate up to ten percent (10%) of the budget for formative and summative evaluations.

SUGGESTIONS FOR DEVELOPING PT3 APPLICATIONS

Applicants working to transform teacher preparation programs into 21st century learning environments should consider the following factors as they develop their applications:

1. The importance of a specific vision of a project for how teacher preparation will be transformed with technology.
2. A demonstration of institution-wide support from academic leaders who commit the organizational resources needed to transform teacher preparation programs into 21st century learning environments.
3. Clearly articulated standards for technology-proficient teachers, which include effective uses of technology for improved teaching and learning.
4. A rigorous curriculum infused with technology and supported by strong faculty development, especially in the academic content areas.
5. Carefully designed uses of new learning media, such as online learning, visualization, modeling, simulations and hand held devices.
6. Collaborative partnerships between colleges/universities and K-12 schools to create technology-rich field experiences and mentoring opportunities with strong linkages between education faculty, arts and sciences faculty and K–12 educators.
7. Continuous training, adequate resources, and clear incentives and rewards for faculty engaged in preparing technology-proficient teachers.
8. Strategies for eliminating the digital divide and insuring equitable access to modern learning technologies for all learners.
9. A plan to continuously assess program quality and outcomes.

Applicants are advised to carefully read the following sections on Implementation grants and Catalyst grants. Each type of grant has its own set of five selection criteria. Each selection criterion is followed by a brief discussion to clarify its application to this program.

IMPLEMENTATION GRANTS

Implementation Grants support full-scale implementation of an innovative teacher preparation program improvement to develop technology-proficient future teachers. An

Implementation Grant application should be submitted by a well-developed consortium composed of members that have been carefully selected to accomplish the goals and objectives of the proposed innovation. The consortium's improvement strategy, including its vision for the use of modern technologies to improve the teaching and learning process, should be well defined. The roles and responsibilities of each consortium member for accomplishing the goals and objectives of the innovation should be well established and described in the application.

The implementation should support a comprehensive effort to infuse technology into the teaching and learning experiences of prospective teachers. Strong and extensive faculty development using high quality learning resources are essential features of an Implementation Grant application. Such efforts should include cross-disciplinary collaborations and strong partnerships with K-12 schools. These partnerships should place postsecondary faculty and K-12 teachers in learning activities that improve the learning technology proficiency of future educators.

The leadership of institutions proposing Implementation Grant initiatives must be prepared to commit substantial support for organizational changes and operational resources to ensure that future teachers are technology-proficient educators. The consortium should have a strong capacity to sustain the program innovation after the grant ends. In higher education, consortia should be established with the active support of deans, presidents, provosts and other leaders who can commit entire programs, departments and institutions to innovative teacher preparation improvements. These leaders should manifest their commitment through: active participation in the initiative; sustained support for the organizational changes that are necessary to achieve success;

and allocation of operational funds and resources to the improvement strategy.

The application should clearly document the adequacy of resources available for the proposed innovation. This should include the relevance and demonstrated commitment of each consortium member to the initiative. Applicants proposing to purchase equipment with grant funds are encouraged to describe how they will use their equipment investments made under this grant to seek additional equipment support from corporate sponsors and foundations.

Implementation grantees will receive support for full-scale program implementation. In the third year, these grantees are expected to continue implementation and to begin long-term institutionalization strategies that will sustain the innovation after the grant ends. Implementation grantees should also be prepared to conduct widespread dissemination of their successful practices and lessons learned to other institutions and organizations that are working to improve the preparation of technology-proficient teachers. Decreasing federal funds requested for implementation activities in the third year will demonstrate a sustainable increase in institutional and consortium member support.

A detailed evaluation plan should be an integral component of an Implementation Grant application. The evaluation plan should meet all of the expectations outlined in the Evaluation section of this booklet. A strong evaluation plan will be essential to the work of Implementation grantees particularly in their final year, when they will be called on to share their lessons learned with others. An Implementation grantee must describe in detail how the evaluation strategy will provide formative and summative information that helps both the grantee and the U.S. Department of Education manage progress toward measurable program goals and objectives.

SELECTION CRITERIA FOR IMPLEMENTATION GRANTS

The Secretary uses the following five selection criteria drawn from the Education Department General Administrative Regulations (EDGAR) to evaluate applications. The Secretary evaluates each criterion equally, and within each criterion, each factor equally. **The Secretary particularly encourages applicants to develop projects that will improve use of modern learning technologies in low-income communities, rural areas, minority groups and special populations.**

To make a clear presentation to the reviewers, applicants are advised to follow the sequence of criteria provided below in their narrative and to label each section of their application with the appropriate criterion heading. Applicants must address each criterion.

1. NEED FOR THE PROJECT

- ✓ The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.
- ✓ The extent to which the proposed project will focus on servicing or otherwise addressing the needs of disadvantaged individuals.

References to needs identified in current literature are important, but they are not sufficient without a clear discussion of how that information relates to the specific needs to be addressed by the proposed project. Readers will look for information on how project-specific needs or gaps were identified within the context of work being carried out by the

consortium, and they will consider how the consortium's proposed responses and activities will meet those needs.

When addressing the needs of low-income communities, rural areas, minority groups or special populations applicants should be specific about how these needs are being addressed in the context of their specific project. Readers will look for project specific need statements and responses. Sweeping generalizations about need based on national reports that are not tied to the specific context of the project should be avoided. The readers will look for evidence that the need is being addressed in the project design and the evaluation plan as well.

2. QUALITY OF THE PROJECT DESIGN

- ✓ The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- ✓ The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and supports rigorous academic standards for students.

The project goals and objectives should be clearly identified and measurable. A high quality application will list each goal and objective, along with the specific activities that will support the consortium's efforts to achieve those goals and objectives. Applications should demonstrate how current knowledge about effective practices and program innovations will be applied in the context of the proposed project's work. Reviewers will look for evidence that the project will build the capacity of consortium members to sustain the proposed improvements beyond the project period.

3. ADEQUACY OF RESOURCES

- ✓ The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant consortium and the lead organization.
- ✓ The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.
- ✓ The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

It should be clear that the consortium has allocated appropriate and reasonable resources for the personnel, tasks and activities described in its proposal. The readers will be looking for evidence that the project's design is cost-effective to increase the likelihood that successful efforts may be continued beyond the Federal funding period and could be replicated by others. Costs should be allocable to specific project tasks, they should be reasonable, and they must be allowable under applicable cost principles. The cost effectiveness of applications will be judged against the scope of the project and its anticipated benefits. The readers will be looking for evidence that the proposed plans have the support of those who will authorize them, those who will carry them out, and those who will be affected by them. Letters of commitment and support from administrators and consortium members are encouraged but applicants should be advised that it is the quality of the commitments in the letters of support that is important, not the quantity of letters.

Applicants proposing to use grant funds to acquire equipment should include a detailed explanation in the narrative of why the equipment is essential to the program. Applicants should carefully consider the cost effectiveness of their equipment acquisition strategies and the percentage of the equipment costs that can be directly attributed to grant activities.

Reviewers will look for allowable indirect cost rates and matching commitments. The maximum indirect cost rate for all consortium partners under these grants is eight percent of total direct costs or the lead organization's negotiated indirect cost rate, whichever rate is lower. The total consortium commitment of matching funds and in-kind resources must support at least 50% of the total project effort during each project year. The match must be met annually. Unrecovered indirect costs are not allowable as part of the consortium members match. See the section on "Develop Matching Commitments" in this application package and the program web site for specific examples.

The readers will compare the "Total Project Budget Summary Form" to the "Detailed Line Item Budget" and the "Narrative Budget Justification" submitted with the application. When the U.S. Department of Education conducts its budget analysis, it will rely on the detail provided in the "Detailed Line Item Budget" to determine if costs are reasonable. For example, requests for travel funds should itemize the projected number of people traveling for what period of time and at what cost. Salary and fringe benefit figures should be described per person, with an indication of what percentage of time each person will spend on the project at what rate. Do not give lump sum figures for any categories. All proposed expenditures must be consistent with the applicable OMB cost principles.

4. QUALITY OF THE MANAGEMENT PLAN

- ✓ The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The narrative should provide reviewers with a clear description of who will do what, when, where, why, and with what anticipated results. Timelines should be included in the narrative, not in an appendix. Include the percentage of staff time in both the budget section and in this section. The reviewers will be looking for quality control measures, and continuous feedback measures from beneficiaries of the project.

5. QUALITY OF THE PROJECT EVALUATION

- ✓ The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
- ✓ The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The reviewers will be looking for outcome-based (summative) performance indicators that are measurable, as well as formative measures that provide performance feedback that permit periodic assessment of progress toward achieving intended outcomes. If the consortium is requesting Federal funds for equipment, this section should include an explanation of how the applicant will determine whether the equipment acquired is helping the consortium to reach its goals for improving the teaching and learning of future teachers. See the section on “Evaluation” in this application package for additional guidance on what readers will be looking for under this criterion.

NOTE: A narrative of no more than 30 double-spaced pages for Implementation Grants, printed in 12-point font or larger, should address the selection criteria and each of the issues discussed in this application package. Please leave at least one-inch margins to allow for photocopying. Please number ALL pages of the application including the appendixes. Appendixes should be limited to the items requested. We do not encourage any additional attachments.

CATALYST GRANTS

Catalyst grants provide three years of support to statewide, regional or national consortia with established track records and promising strategies for systemic reforms of programs that prepare tomorrow's teachers to use technology. These partnerships must be prepared to marshal their resources to stimulate and support significant reforms and innovative large-scale improvements in the preparation and certification of well-prepared, technology-proficient teachers for 21st century schools.

Catalyst Grant applicants may choose to focus their expertise on several broad, overlapping needs and purposes. For example, strong Catalyst Grant Applicants should have the ability to provide vital technical assistance and mentoring support to Implementation grantees and others who are developing innovations in the preparation of future teachers to use modern technologies for improved learning and achievement. In this technical assistance capacity, Catalyst grantees should be prepared to support faculty development and the infusion of technology into the postsecondary curriculum on either a statewide, regional or national basis. Catalyst grantees should have the appropriate expertise and resources to support the formation of strong partnerships between postsecondary faculty and K-12 educators who are using technology to improve student learning and achievement.


Some Catalyst Grant applicants might choose to focus their efforts on accelerating our ability to learn about effective practices and innovative program improvements for infusing new technologies into education. These "Knowledge Development" Catalyst Grant applicants should describe a detailed process for assessing the efforts of Implementation grantees and others who are working to improve teaching and learning with new technologies. Knowledge Development Catalyst Grantees should have the ability to quickly capture

lessons learned and share them widely with others. This could include the capacity to create a virtual learning community that is focused on learning how to teach and learn with new technologies.

New career paths to teaching are emerging as the nation responds to the need for two million technology-proficient educators in less than a decade. Catalyst grantees might focus their expertise on innovative strategies to restructure the teacher preparation and certification system we have today – including innovations that will establish new routes to teaching with technology.

Catalyst grantees can also have a particularly important role to play in developing well-prepared technology-proficient educators who can meet the needs for access to modern learning technologies in low-income communities, rural areas or special populations.

With modern learning technologies educators can develop new learning resources and online learning environments, and some Catalyst grantees might focus on preparing future educators to develop and use these strategies to meet the needs of 21st Century learners. These grantees, perhaps assisted by professional associations, foundations and business partners, could join forces in to help tomorrow's teachers adapt or create technology-rich content and new teaching processes in mathematics, sciences, humanities, or the arts. Future teachers participating in these initiatives might receive active assistance in mastering the use of these new learning resources in collaboration with advanced teachers in K-12 classrooms.



Developing well-prepared technology-proficient educators will require a restructuring of graduation, accreditation, licensing, and certification requirements. Catalyst grants can support these efforts on a statewide, regional or national basis.

In a growing number of states, comprehensive strategies for developing well-prepared educators are emerging. These efforts often involve broad cooperation among the higher education institutions in the state, state agencies and K-12 school districts. Catalyst grants can support these collaborative efforts to prepare technology-proficient teachers on a statewide basis.

Catalyst Grant applicants may propose other areas of focus for their work. They may also propose a wide variety of means of providing technical assistance to the field, including conferences, special meetings, and web sites and other online environments. Applications in which software development is the primary purpose of the grant supported activity are not encouraged, however.

While Implementation Grants support institutions and consortia that are ready to implement full-scale teacher education reforms to develop technology-proficient teachers, additional action must be taken to meet the challenge. These program innovation initiatives need to be strongly supported at the national and state level by educational organizations and associations with proven track records for changing teacher education policies and promoting effective practices. Through Catalyst Grants, these organizations and associations and their partners have the opportunity to marshal the resources necessary to improve the way teachers are prepared across the nation.

Applicants are encouraged to visit the PT3 Program Web sites at:

<http://www.ed.gov/teachtech>
<http://www.pt3.org>

These web sites provide useful information about current grantees, and they provide links to resources that may be valuable in developing an application.

SELECTION CRITERIA FOR CATALYST GRANTS

The Secretary uses following five selection criteria drawn from the Education Department General Administrative Regulations (EDGAR) to evaluate applications. The Secretary evaluates each criterion equally, and within each criterion, each factor equally. The Secretary particularly encourages applicants to develop projects that will improve the use of modern learning technologies in low-income communities, rural areas, minority groups and special populations.

To make a clear presentation to the reviewers, applicants are advised to follow the sequence of criteria provided below in their narrative and to label each section of their application with the appropriate criterion heading. Applicants must address each criterion.

1. SIGNIFICANCE

- ✓ The likelihood that the proposed project will result in system change or improvement.
- ✓ The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.
- ✓ The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

References to current literature are important, but they are not sufficient to establish significance without a clear discussion of how that information relates to the specific purposes to be addressed in the proposed project. Reviewers will look for evidence that the project differs from and improves upon other existing efforts. It is the applicant's

responsibility to set a context within which reviewers can assess the project's significance to teacher preparation. Reviewers will be looking for evidence that the consortium's activities and services will lead to systemic change or widespread teacher preparation improvement on a statewide, regional or national basis.

To establish the significance of work with low-income communities, rural areas, minority groups or special populations applicants should be specific about how significant issues are being addressed in the context of the project. Readers will look for project specific statements and responses. Sweeping generalizations based on national reports that are not tied to the specific context of the project should be avoided.

2. QUALITY OF THE PROJECT DESIGN

- ✓ The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- ✓ The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- ✓ The extent to which the proposed activities constitute a coherent, sustained program of training in the field.
- ✓ The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

The project's goals and objectives should be clearly identified and measurable. A high quality application should list each goal and objective and it should describe the proposed activities that will achieve those goals and objectives. The application should demonstrate how current knowledge about effective practices and innovative strategies have been incorporated into the project design. References to current literature or thought will not be sufficient to demonstrate the project's ability to translate that information into practice. Reviewers will look for evidence that the consortium has proposed specific strategies for putting that knowledge into practice. Reviewers will also look for evidence that the consortium members are developing a plan that will sustain the project's impact after grant funding ends.

3. ADEQUACY OF RESOURCES

- ✓ The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant consortium and the lead organization.
- ✓ The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.
- ✓ The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

There should be clear evidence that the consortium has carefully allocated appropriate resources and personnel for the tasks and activities described in the proposal. The readers will be looking for projects designed to be cost-effective to increase the likelihood that successful efforts may be continued beyond the Federal funding period. Costs should be allocated to

specific project tasks, the costs must be reasonable, and they must be allowable under applicable cost principles. The cost effectiveness of proposed activities will be judged against the scope of the proposed effort and its anticipated benefits. The readers will be looking for evidence that the proposed plans have the support of those who will authorize them, those who will carry them out, and those who will be affected by them. Letters of commitment and support from administrators and consortium members are encouraged but applicants should be advised that it is the quality of the commitments in the letters of support that is important, not the quantity of the letters.

Applicants proposing to acquire equipment with grant funds should include a detailed explanation in the narrative of why the equipment is essential to the proposed project. Applicants should carefully consider the cost effectiveness of their equipment acquisition strategies.

Reviewers will look for allowable indirect cost rates and matching commitments. The maximum indirect cost rate for all consortium partners and any cost-type contract made under these grants is eight percent of a modified total direct cost base or the partner's negotiated indirect cost rate, whichever rate is lower. The total consortium commitment of matching funds and in-kind resources must support at least 50% of the total project effort during each project year. The match must be met annually. Unrecovered indirect costs are not allowable as part of the consortium members match. See the section on "Develop Matching Commitments" in this application package and the program web site for specific examples.

The readers will compare the "Total Project Budget Summary Form" to the "Line Item Budget Detail" and the "Narrative Budget Justification" submitted with the application. When the U.S. Department of Education conducts

its budget analysis, it will rely on the detail provided in the Line “Item Budget Detail” to determine if costs are reasonable. For example, requests for travel funds should itemize the projected number of people traveling for what period of time and at what cost. Salary and fringe benefit figures should be described per person, with an indication of what percentage of time each person will spend on the project at what rate. Do not give lump sum figures for any categories. All proposed expenditures must be consistent with the applicable OMB cost principles.

4. QUALITY OF THE MANAGEMENT PLAN

- ✓ The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The narrative should provide reviewers with a clear description of who will do what, when, where, why, and with what anticipated results. Timelines should be included in the narrative, not in an appendix. Include the percentage of staff time in both the budget section and in this section. The reviewers will be looking for quality control measures and continuous feedback measures from beneficiaries of your project.

5. QUALITY OF THE PROJECT EVALUATION

- ✓ The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

- ✓ The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The reviewers will be looking for outcome-based (summative) performance indicators that are measurable, as well as formative measures that provide performance feedback that permit periodic assessment of progress toward achieving intended outcomes. If Federal funds are requested for equipment, this section of the application should include an explanation of how the consortium will determine whether the equipment acquired is helping it reach its goals for improving the teaching and learning of future teachers. See the section on “Evaluation” in this application package for additional guidance on what readers will be looking for under this criterion.

NOTE: A narrative of no more than 35 double-spaced pages for Catalyst Grants, printed in no less than 12-point font, should address the selection criteria and each of the issues discussed in this application package. Please leave at least one-inch margins to allow for photocopying. Please number ALL pages of the application including the appendices. Appendices should be limited to the items requested. Additional attachments are not encouraged.

APPLICATION SUBMISSION INSTRUCTIONS

APPLICATION CONTENT

Each submission should be concise and clearly written and should follow the requested sequence of items as outlined by the criteria. Each submission should include the five sections of the Application and the Appendix listed below.

Each application should have the following five sections:

1. **TITLE PAGE:** Use the Title Page form included in these guidelines or a suitable facsimile to cover each application copy. It is important to include a brief but descriptive abstract on the Title Page.
2. **TABLE OF CONTENTS:** Include a one-page table of contents that includes the page numbers for the narrative and appendix.
3. **ABSTRACT:** Provide a one-page, double-spaced abstract similar to an executive summary, following the Title Page (this is in addition to the brief abstract requested on the Title Page). The abstract should mention the problem or need being addressed, the goals of the project, proposed activities, nature of the consortium, and the intended outcomes. The abstract becomes the basis for project summaries to be provided to Congress, the White House, other grantees, and to the public via our web site. Because of the broad dissemination of the abstract, it is very important to provide information that adequately describes the scope of your project.
4. **NARRATIVE:** A narrative of no more than 30 double-spaced pages for Implementation Grants and no more than 35 double-spaced pages for Catalyst Grants, printed in 12-point font should address the selection criteria and each of the issues discussed in this application package. Please leave at least one-inch margins to allow for photocopying. Please number ALL pages of the application including the appendices. Address and number the criteria in the order that they appear in the application package.
5. **BUDGET:** Use the attached “Total Project Budget Summary Form” or a suitable facsimile to present a complete budget summary for each year of grant funding. Provide a “Detailed Line Item Budget” that itemizes your expenditures, and a “Narrative Budget Justification” to support the “Total Project Budget Summary Form” data. Provide the “Detailed Line Item Budget” **for each year**. The narrative and line items, should explain: (1) the basis, such as rate per hour, for estimating the costs of professional personnel salaries (identify the percentage of staff time), fringe benefits per person, project staff travel per person/per trip, materials and supplies, consultants and subcontracts, indirect costs, and any other projected expenditures; (2) how the major cost items relate to the proposed activities; (3) the costs of evaluation; and (4) a detailed description explaining the funding provided by members of the consortium or other sources. Include project staff travel funds for local, and regional travel as described in the “Participate in Conferences” section of the application package.

THE APPENDIX

Each application should be accompanied by an appendix which includes the following five numbered sections:

1. **CONSORTIUM MEMBERS LIST AND BUDGET SUMMARY FORM:** List all consortium members including the lead organization, the consortium partner institution/organization name, the contact person, and the total value of the partner commitment (for the grant period). This form provides the reader with a summary list of all partners and their financial support.
2. **CONSORTIUM MEMBER IDENTIFICATION FORM AND COST SHARE WORKSHEET:** The role, support, contributions, and commitment of all consortium members should be described clearly within the narrative. Complete and have signed a “Consortium Member Identification Form and Cost Share Worksheet” for each member of the consortium including the lead organization to clearly document each budget line item and their overall contribution to the project.
3. **PROJECT PERSONNEL:** For each key project staff member, provide a brief half page to one page summary of their background and experience as it relates to the specific project activities you are proposing. Provide contact information. Do not provide a vita.
4. **EQUITABLE ACCESS AND PARTICIPATION:** Section 427 of the General Education Provisions Act (GEPA) requires each applicant to include in its application a description of proposed steps to ensure equitable access to, and participation in, its Federally-assisted program. Each application should include this description in a clearly identified section of the appendix. The statute, which allows applicants discretion in developing the required description,

highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. You may use local circumstances to determine the extent to which these or other barriers prevent equitable participation by students, teachers, parents, or other community members. Your description need not be lengthy, but it should include a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances, and it should support the discussion of similar issues in the narrative section of the application.

5. **PRIVATE SCHOOL PARTICIPATION:** Private schools may participate in this initiative as consortium members. However, in the event that the fiscal agent is a State Education Agency (SEA) or a Local Education Agency (LEA) the application should include, in this section of the appendix, a description of the consultations that have taken place, and the proposed plans for addressing the needs of private school children and teachers, should a grant be awarded under this initiative. Consortia that do not include an LEA, SEA, or educational service agency are not required by statute to include private schools, but we encourage them to do so.

Other attachments are not encouraged. Reviewers will have a limited time to read each application and are not required to read attachments that are not required under the competition. Their consideration of the application against the selection criteria will be limited to the five sections of the Application and the sections of the Appendix listed above. Supplementary materials such as videotapes, CD-ROMs, files on disks, commercial publications, press clippings, testimonial letters, etc., will not be reviewed and will not be returned to the applicant.

HOW TO SUBMIT AN APPLICATION

All applications must be received no later than 4:30 P.M. Eastern Time, March 7, 2000. This closing date and procedures for guaranteeing timely submission will be strictly observed.

NUMBER OF COPIES OF THE APPLICATION

All applicants are required to submit one (1) signed original and two (2) copies of the application (including one unbound copy suitable for photocopying). Each copy of the application must be covered with a Title Page (form included in these guidelines) or a reasonable facsimile. All applicants are encouraged to submit voluntarily an additional four (4) copies of the application to expedite the review process. Applicants are also requested to submit three (3) additional copies of the Title Page itself. The absence of these additional copies will not influence the selection process. All sections of the application and all sections of the appendix must be suitable for photocopying to be included in the review (at least one copy of the application should be unbound and suitable for photocopying). We strongly request that pages be numbered consecutively beginning with the Title Page as page one.

TRANSMITTAL INSTRUCTIONS

Applications sent by mail must be received no later than March 7, 2000. Applications not received by the deadline date will not be considered for funding unless the applicant can show proof that the application was (1) sent by registered or certified mail not later than five (5) days before the deadline date; or (2) sent by a commercial carrier not later than two (2) days before the deadline date. The following are acceptable as proof of mailing: (1) a legibly dated U.S. Postal Service postmark, (2) a legible mail receipt with the date of mailing stamped by the U.S. Postal Service, (3) a dated shipping label,

invoice, or receipt from a commercial carrier, or (4) any other proof of mailing acceptable to the Secretary.

Applications delivered by hand before the deadline date will be accepted daily between the hours of 8:00 A.M. and 4:30 P.M., Eastern Time except Saturdays, Sundays, or Federal holidays at the U.S. Department of Education, Application Control Center, Regional Office Building-3, Room 3633, 7th and D Streets (D Street, S.W. Entrance), S.W., Washington, D.C. (Telephone: 202-708-8493). **Applications delivered by hand on March 7, 2000 (on the deadline date) will not be accepted after 4:30 P.M., Eastern Time.**

MAILING ADDRESS AND ADDRESS FOR APPLICATIONS SENT BY COMMERCIAL CARRIER:

Preparing Tomorrow's Teachers to Use Technology
ATTN: 84.342
U.S. Department of Education
Application Control Center
Regional Office Building-3, Room 3633
7th & D Streets, S.W. (D Street, S.W. Entrance)
Washington, D.C. 20202-4725
Telephone: 202-708-8493

START DATES AND NOTIFICATION OF AWARD

In general, the grant year will run from June 1 to May 31. It is expected that successful applicants will be notified by June 1, 2000 and unsuccessful applicants by September.

ASSURANCES AND CERTIFICATIONS

Applications selected for funding will require a signed Form ED 80-0013 (“Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements”), Standard Form SF 424B (“Assurances-Non-Construction Programs”), and Standard Form LLL (“Disclosure of Lobbying Activities”).

ACCESSIBILITY FOR THE DISABLED

Systems that are being purchased, upgraded, or modified should be accessible to people with disabilities in order to meet existing obligations under the Rehabilitation Act of 1973, as amended. Grantees may also be covered by the American with Disabilities Act of 1990 or the Technology Related Assistance for Individuals with Disabilities Act of 1988. The U.S. Department of Education has a set of requirements for Accessible Software Design and other resources that can be used to evaluate system accessibility. Accessibility needs to be a deciding factor whenever systems improvements are being made; the pressure of remediating the Y2K problem should not lead grantees to neglect this requirement.

INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS EXECUTIVE ORDER 12372

This program is subject to the requirements of Executive Order 12372 (Intergovernmental Review of federal Programs) and the regulations in 34 CFR part 79. The objective of the Executive Order is to foster an intergovernmental coordination and review of proposed Federal Financial assistance. Applicants must contact the appropriate State Single Point of contact to find out about, and to comply with, the state’s process under Executive Order 12373. A list containing the Single Point of Contact for each State is available on the program’s homepage: <http://www.ed.gov/teachtech/>

THE FORMS

The following forms are required in all applications and before an award is made. These forms, which are included on the following pages, may be photocopied as necessary.

- Title Page Form
- Budget Summary Form
- List of Consortium Members and Budget Summary Form
- Consortium Members Identification Form and Cost Share Worksheet
- Assurances – Non-Construction Programs (signed)
- ED 80-0013 (“Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements”) (signed)
- Standard Form LLL (Disclosure of Lobbying Activities)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE	
APPLICANT ORGANIZATION		DATE SUBMITTED

PREPARING TOMORROW'S TEACHERS TO USE TECHNOLOGY GRANTS

TITLE PAGE FORM

OMB No. 1840-0741

Form Exp.: 12/31/2002

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0741. The time required to complete this information collection is estimated to average 20 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20006-8526. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Preparing Teacher's to Use Technology, U. S. Department of Education, 1990 K Street, N.W., Washington, DC 20006-8526.

This application should be sent to:

1. Application No. (For ED Use Only)

U.S. Department of Education, No. 84.342 ____ (Indicate A or B)

Application Control Center

Room 3633, ROB 3

Washington, D.C. 20202-4725

2. Duns Number

3. Lead Organization Name:

4. Project Director:

Percent of time on Project: ____

Name and Title:

Contact Person Name & Title:

Address (Complete):

Address (No P.O. Box):

Telephone:

Fax:

Telephone:

Fax:

E-mail:

E-mail:

5. Federal Funds Requested:

1st Year _____

2nd Year _____

3rd Year _____

TOTAL _____

6A. Consortium Members (other than Lead): Number of Each

____ LEA ____ Institution of Higher Education

____ SEA ____ Other Non-profit

____ Library ____ For Profit Firm

____ Museum ____ Other

6B. Lead Organization Type: _____

7. Type of Grant

A. ☐ IMPLEMENTATION 84.342A

B. ☐ CATALYST 84.342B

8. Are you participating in another application?

Implementation/Catalyst Name of Applicant _____

Implementation/Catalyst Name of Applicant _____

9. Duration of Project:

Starting Date: _6/1/00_ Ending Date: _5/30/03_

Total Number of Months: 36

10. Target Population: Number of Future Teachers

Directly Benefiting from the Project:

Year 1 ____ **Year 2** ____ **Year 3** ____ **Total** ____

11. Application Title

12. Brief Abstract of Application: (Do not leave this blank)

13. Certification by Authorizing Official

The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by governing body of the applicant.

Name _____ **Title** _____ **Telephone** _____

Signature _____ **Date** _____

Instructions for Completing Title Page Form

**** DO NOT FORGET TO SIGN THE FORM ****

- ITEM 1. LEAVE BLANK -- FOR OFFICE USE ONLY**
- ITEM 2. D-U-N-S Number:** Enter the applicant's D-U-N-S Number. If your organization does not have a D-U-N-S Number, you can obtain a number by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at: <http://www.dnb.com/dbis/aboutdb/intlduns.htm>.
- ITEM 3. LEAD ORGANIZATION:** Enter the name and complete mailing address of the non-profit agency or organization which will serve as the legal applicant (fiscal agent). When more than one institution or agency is involved, enter the name of the one which will be responsible for budget control.
- ITEM 4. PROJECT DIRECTOR:** Enter the name and complete mailing address (i.e. department, room number) of the Project Director or Co-Directors (fiscal agent). If no one has been selected, so indicate and enter the name of the person who can be contacted to discuss the programmatic aspects of the project. NOTE: Acknowledgments of grant awards are sent to this address and the fiscal agent is responsible for the completion and accuracy of all reporting documents.
- ITEM 5. FEDERAL FUNDS REQUESTED:** Enter the amount of Federal funds being requested in each year of the project. Under "TOTAL" enter the cumulative amount requested for the duration of the project.
- ITEM 6A. CONSORTIUM MEMBERS:** Include the number of each type of organization included in the consortium.
- 6B. LEAD ORGANIZATION TYPE:** Enter the type from those listed in 6A.
- ITEM 7. TYPE OF GRANT:** Check the type of grant for which you are applying with this application.
- ITEM 8. ARE YOU PARTICIPATING IN ANY OTHER GRANT APPLICATION?:** If you are participating in another grant application, provide the name of the fiscal agent and circle the type of grant. (Identify all grant applications in which you are participating.)
- ITEM 9. DURATION OF THE PROJECT:** Note predetermined start and end dates.
- ITEM 10. TARGET POPULATION: NUMBER OF FUTURE TEACHERS DIRECTLY BENEFITING FROM THE PROJECT PER YEAR:** Estimate target population count for each year of the project.
- ITEM 11. APPLICATION TITLE:** Self-explanatory.
- ITEM 12. BRIEF ABSTRACT OF APPLICATION:** Keep concise and confined to the space provided, but in no case should you leave this blank. Also see instructions under "How to Apply" for submitting a separate one-page abstract.
- ITEM 13. CERTIFICATION BY AUTHORIZING OFFICIAL:** Enter the name, title, and telephone number of the official who has the authority both to commit the Legal Applicant to accepting Federal funding and to execute the proposed project. **Submit the original ink-signed copy of the authorizing official's signature.**

TOTAL PROJECT BUDGET SUMMARY FORM

FEDERAL FUNDS REQUESTED AND PROJECT MATCHING FUNDS PROVIDED BY ALL CONSORTIUM MEMBERS

LEGAL NAME OF APPLICANT:								
	1st YEAR		2nd YEAR		3rd YEAR		TOTAL	
Direct Costs	Federal	Non-Federal	Federal	Non-Federal	Federal	Non-Federal	Federal	Non-Federal
1. Salaries & Wages (Professional & Clerical)								
2. Employee Benefits								
3. Travel								
4. Equipment (Purchase)								
5. Materials and Supplies								
6. Consultants and Contracts								
7. Other (Equipment Rental, Printing, etc.)								
A. Total Direct Costs: (1-7)								
B. Indirect Costs: Actual Indirect Cost Rate of Lead ____%.								
C. Total Costs (A+B)								
D. Total Program Cost (Federal and Non-Federal)								

*TOTAL NON-FUNDED COST FROM LINE C MUST MATCH TOTAL CONSORTIUM COMMITMENT ON THE CONSORTIUM MEMBERS' TOTAL PROJECT COST SHARE SUMMARY FORM.

**NOT TO EXCEED 8% OF TOTAL DIRECT COSTS.

CONSORTIUM MEMBERS' TOTAL PROJECT COST SHARE SUMMARY FORM

Lead Organization: _____

Address: _____

City, State, Zip: _____

Application No. _____

(Leave Blank -- For Official Use Only)

Please list all consortium members.

Number	Member Institution/Organization	Contact Name / Zip Code / State	Total Dollar Value of Member's Commitment
1. (LEAD)			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
Total Consortium Commitment			

Please note: The numbers should match the member number on the Cost Share Worksheet. The total consortium commitment on this form should match the Total non-federal cost from line C on the Total Project Budget Summary Form.

Consortium Member Identification Form and Cost Share Worksheet*

Please indicate each member organization and its share of funds provided for each year of the proposed project. All projects must have at least one lead and one member organization.

MEMBER # _____

SIGNATURE _____

(Please fill in the number from the
List of Consortium Members Form;

(Signature of Authorizing Official)

Member #1 is the Lead Organization)

Name/Title _____

Partner Signature _____

Institution/Organization _____

Department/Faculty _____

Address _____

City _____ State _____ Zip _____

Telephone _____ E-mail _____ Fax _____

Type of Institution/Organization _____

Cost Share Budget	YEAR 1	YEAR 2	YEAR 3	TOTAL
1. Salaries and Wages (Professional and Clerical)				
2. Employee Benefits				
3. Travel				
4. Equipment (Purchase)				
5. Materials and Supplies				
6. Consultants/ Contracts				
7. Other (Equipment Rental, printing, etc)				
A. Total Direct Cost Share				
B. Total Indirect Cost Share (not to exceed 8% of Total Direct Cost Share)				
C. Total Costs A + B				

Please itemize each budget line item in the space below, or on an attachment. Please include your Member Number and Institution/Organization Name.

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* Please complete a separate form for each of the consortium members.

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted-

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

APPLICATION PACKAGE CHECKLIST

APPLICATIONS MUST BE RECEIVED NO LATER THAN MARCH 7, 2000

APPLICATION CHECKLIST

Make sure that you have:

- ☐ Completed the Application Title Page Form according to the instructions on the back of the Title Page Form.
- ☐ Secured the authorizing official's signature and date on the Application Title Page Form.
- ☐ Enclosed the requested three (3) additional copies of the signed Application Title Page Form for the Department's administrative purposes.
- ☐ Submitted one original plus two copies of the application and the appendix (including one unbound copy of the application suitable for photocopying), plus four voluntarily submitted additional copies. Each copy should include the following sections:

THE APPLICATION:

- ☐ Title Page
- ☐ Table of Contents
- ☐ Abstract
- ☐ Narrative
(Implementation: 30 pages)
(Catalyst: 35 pages)
- ☐ Total Budget Summary Form
- ☐ Line Item Budget Detail
- ☐ Narrative Budget Justification

THE APPENDIX:

(include in the following order and number all pages)

- ☐ 1. Consortium Members' Total Project Cost Share Summary Form
- ☐ 2. Consortium Member Identification Form and Cost Share Worksheet
- ☐ 3. Project Personnel (brief project specific descriptions)
- ☐ 4. Equitable Access and Participation (GEPA)
- ☐ 5. Private School Participation (if applicable)

TRANSMITTAL CHECKLIST

- ☐ Indicated "A" for Implementation or "B" for Catalyst in the second line of the mailing address:
Preparing Tomorrow's Teachers to Use Technology
ATTN: 84.342_____
U.S. Department of Education
Application Control Center
Regional Office Building-3, Room 3633
Washington, D.C. 20202-4725
Telephone: 202-708-8493
Please note that faxed or e-mailed applications are not acceptable.
- ☐ Made arrangements so that the application package is received no later than 4:30 P.M. Eastern Standard Time, March 7, 2000, via regular mail, commercial carrier or hand delivery.